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Reports of the 12th Workshop on Teacher Education
1959
Univ of Minn
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SURVEY OF TEACHER EDUCATION PROGRAMS*

The survey information reported below was collected just prior to the 1959 North Central Association Workshop in an attempt to provide members of the workshop with current information regarding changes taking place in teacher education. Over two hundred institutions throughout the United States were included in the survey. Slightly less than sixty percent responded. Because of limited space, only a portion of the survey findings are included in this Workshop Report.

From the data collected, it appears that many of the teacher education institutions throughout the United States have inaugurated changes to meet the following needs:

a. The need to relate college classroom work to actual public school teaching-learning situations

b. The need to avoid unnecessary duplication in professional education courses

c. The need to help students integrate knowledge from various fields into meaningful concepts and generalizations

d. The need to help students towards a more complete understanding of the total field of knowledge

e. The need to increase the quality of teacher graduates

The following guide should facilitate the location of materials and programs of interest. This report is intended to provide only a general picture of activities in various institutions throughout the United States, however. In most instances it will be necessary for persons wishing complete information about any program to write directly to the institution involved. Time and space would not permit greater detail.

Institutions experimenting with administrative arrangements in student teaching. 3, 5, 6, 8, 11, 15, 18, 27, 28

Institutions inaugurating pre-student teaching laboratory experiences. 8, 13, 17, 26, 33, 37, 40, 41

Institutions which have consolidated courses 7, 8, 11, 12, 16, 26

Institutions which have established new fifth year programs in teacher education. . . . 14, 30, 34, 35, 36, 37

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Institutions using screening programs for entry into teacher education. 4, 22, 25, 29, 33

Institutions placing increased emphasis upon subject matter backgrounds for students. . .2, 16, 22, 36, 40

Institutions using TV for teaching or observing. 2, 8, 19, 29

Institutions stressing interdepartmental or interdisciplinary approaches to teaching. .7, 14, 41

Institutions which are establishing or modifying their programs for junior high school teaching. 22

Institutions which have established "Honors" programs in the professional sequence. . . 17, 23

Institutions inaugurating changes in their student guidance services. 29

Institutions accelerating students. 20

Institutions preparing students for teaching foreign languages in the elementary school. .24

Institutions with broad new research institutes. 31

*Compiled by Don Barnes, Ball State Teachers College, Muncie, Indiana, for use in the North Central Association Teacher Education Workshop, University of Minnesota, August, 1959.

1. University of New Hampshire, Durham, New Hampshire

   Expects to start in September, 1960, an elementary teacher training program with 3 years of regular liberal arts followed by a 4th year of psychology, education, observation, and practice. The 4th year would be a single unit program, not broken down into separate courses.

2. University of Georgia, Athens, Georgia

   This has been the first year for the College of Education's closed circuit television. Through the use of a mobile unit, the closed circuit television has been used to augment the observations by our students in the public schools of the area. Six elementary schools in the Clarke County School System (Athens) have had one or more rooms wired for television equipment. Now, rather than have one or two students visit a classroom, 30 or so students may go to a school, sit in the cafeteria or auditorium or a large room and watch over one or more moniters the classroom under observation. The college instructor with the college students may talk with the camera operator so that special scenes, close-ups, etc., may be utilized if desired. We feel that the use of television in conjunction with teacher education will greatly facilitate our program of visitations and observations in the schools.

3. Bowling Green State University, Bowling Green, Ohio

   Have changed student teaching semester to eight weeks to all day teaching, using the alternate eight weeks for three new courses in foundation, tests and measurements, the Amercian educational system.

4. University of Denver, Colorado

   Setting up formal procedure for admission to the teacher education program based upon several or all of the following factors: above average grades, recommendations from faculty outside of education, tests in communication skill, general scholastic aptitude, autobiography, and information concerning prior experiences with children.

5. University of Wisconsin, Madison, Wisconsin

   Inaugurating a program of block student teaching at the secondary level. Seven weeks in length. During the period before and after the student will take related methods courses and other courses in educational psychology. In general, of the 18 credits required for the secondary certificate 4 will be taken prior to the block--two courses of two credits each--and 14 will be taken in the block.

6. Missouri State, Cape Girardeau

Changes in student teaching. For high school a student will teach 3 hours per day for 9 weeks, and during the remaining 9 weeks he will spend 2 hours per day on high school administration and high school technique for 5 hours credit in each half of the semester. For the elementary field the student will teach 2 hours per day for the full semester and receive 8 hours credit.

7. San Francisco State College, California

Experiment in pre-service project with one elementary and one secondary teacher candidate group to be taught by team instruction through the entire professional sequence. Each team will include complementary ranges of specialties: psychology, educational sociology, curriculum and instruction and supervison.

8. Rhode Island College of Education, Providence

All freshmen take professional orientation course much of which is devoted to observation. Experimenting with closed TV to cover observation of grade school classes.

During the sophomore 2nd semester elementary majors are assigned to a 12 hour practicum. They spend 8 hours a week in the college class studying methods in language, arts, arithmetic, reading, and social studies. The other four hours are spent in participation, observation, teaching, and conferences in the laboratory school classrooms under the general supervision of the college teacher and the special supervision of the grade teacher. A similar 12 hour practicum is followed in the ensuing semester, devoted to art, music, science, and speech.

9. Eastern Michigan University, Ypsilanti

Changed professional sequence so that is is now as follows:

Psychology, 3 semester hours
Human Growth and Development, 4 semester hours
School and Society, 6 semester hours
Methods, 3 to 6 semester hours
Student Teaching, 4 hours each
Seminar in Education, 4 hours each
Guidance (Secondary Students Only), 2 semester hours

10. University of Florida, Gainesville

Development of a design for a ten year research study in the laboratory school. Seeking to determine the long term effects of living in a certain type of school environment.

11. Portland State College, Oregon

Planning a 9 hour course for one quarter (15 clock hours) in which all elementary methods are combined and during which student observes in public schools.

12. Mississippi State College, Jackson

Reorganized the professional sequence, offering a year's course in "Individual and Learning Process," and a two quarter course in "Foundations of Education." This combines certain separate courses and provides more unity in the sequence. Organized a 15 credit hour course in Humanities to cover literature, music, art, and drama.

13. University of Toledo, Ohio

Inaugurated a field experiences program which is coordinated with professional education course work. At the freshman level, students are required to spend 100 clock hours in work with youth groups which enables them to have early contact with young people prior to taking many education courses.

At the sophomore level observations are scheduled in conjunction with the required course in childhood and youth in which students are placed in public school classrooms for observational purposes.

At the junior level, in connection with methods courses, students engage in participation in public school classrooms where they assist teachers and work in a general fashion with children and youth.

The capstone of the professional experiences program is one semester of student teaching for secondary students and two semesters of student teaching at different grade levels for elementary students.

14. State Teachers College, Trenton, New Jersey

Required of all elementary and kindergarten-primary majors is a 16 semester hour interdepartmental course taught by a team of six instructors. It combines classroom theory with observation and participation in the demonstration school. Weekly seminars are held utilizing the services of outstanding resource people in various fields. The student

receives one final grade for the entire experience. The final evaluation is made cooperatively by the entire team of instructors.

A fifth year interne plan for fully-certified classroom teachers. It combines graduate course work, interne teaching in the demonstration school, and independent research leading to a thesis or field project. It covers a year and a summer of work. For the teaching responsibility, two internes are assigned to two classrooms of the demonstration school for the entire year. They are guided and assisted by a "master teacher" who also assumes part time responsibility for both classrooms. Thus, three fully-certified teachers assume the teaching responsibilities of two classrooms. Internes receive half the salary of a beginning teacher.

15. University of Chicago, Illinois

Elementary teacher curriculum changed as follows:

Education 250 A, B, C (Autumn Quarter), includes three major components: Education and Child Psychology, Elementary Curriculum and Instruction, and Methods of Teaching Reading and the Language Arts. During most of the eleven-week quarter the students spend from 12 to 15 hours per week in class instruction and related laboratory work of various kinds. For a period of six weeks the student is assigned to a classroom in the University's Laboratory School or a neighboring public school as a "teacher aide." During this six-week period the student devotes every morning to observation of and participation in classroom activities.

Education 251 A, B, C (Winter Quarter), includes three major components: Methods of Teaching Science and Arithmetic, Methods of Teaching Social Studies and Health, and Philosophy and History of Education. Again the students spend 12 to 15 hours per week in class instruction and related laboratory work. There is frequent opportunity to visit in different kinds of schools found in the metropolitan region of Chicago. Weekend workshops are used to introduce students to the special problems involved in the teaching of art, music, and physical education.

Education 252, Education 299 C (Spring Quarter), consist of practice teaching and an accompanying seminar. The student is assigned to spend full time practice teaching in a classroom in the Laboratory School or a public school, except for one afternoon a week, which is devoted to seminar activities. The seminar provides opportunity for discussion of the wide variety of problems growing out of the practice teaching experience.

16. University of Idaho, Moscow

Inaugurating a new requirement for the Bachelor's Degree of 42 semester hours of general education. Included in these 42 hours are 12 credits of

natural science and/or mathematics, 9 credits of social science, including American History and/or American Government, and 8 credits in humanities in addition to the basic composition courses.

Revising general methods requirement so as to devote a portion of the time to special methods. Also reorganizing undergraduate work in the History of Education, Educational Sociology, and Principles of Education to establish a two semester course to be called Foundations of Education for six semester credits.

17. Ohio State University, Columbus

At the Ohio State University, professional laboratory experiences are conceived as a major "strand" interwoven throughout the student's professional preparation. A wide variety of professional laboratory experiences are placed at key developmental levels in the pre-service program for teachers. To achieve these ends each student is helped, through the services of the Coordinator of Student Field Experiences, to develop an individual plan for laboratory experiences to meet his own personal and professional needs. These experiences are over and above the required courses. The September Field experience and exploratory teaching, preceding regular student teaching, are two common components in every prospective teacher's individual plan.

In the autumn quarter, the College of Education will identify 40 unusually able freshmen who are entering the professional sequence and will develop an experimental curriculum for this pilot group. This will, in a sense, be a professional 'honors' program designed and taught cooperatively by a faculty honors committee.

Lab. school may be used for post student-teaching experiences.

18. Sacramento State College, Sacramento, California

Two student teaching schemes in elementary education

1. methods prior to student teaching with one semester given over to seven weeks of "practicum" and ten weeks of full-day student teaching
2. methods concurrent with two semesters of 1/2 day student teaching

19. State Teachers College, Millersville, Pennsylvania

T. V. being used to transmit classroom procedures from college laboratory school to education and psychology building. Some instruction by T. V.

20. Jersey City State College, New Jersey

Testing incoming freshmen students to determine their competence in English and science. On the basis of the results of these tests some students will be excused from the elementary courses which were formerly required of all. These students will choose more advanced courses in English and science so that their total credit in these areas will not be lessened as a result of this experiment.

21. Texas Christian University, Fort Worth

The institution-wide responsibility for and participation in the development of teachers was administratively structured in 1952 and has become a most effective operation.

The actual shift in the curriculum from a concept of education as a series of courses to the emphasis on a program which will develop basic competencies has proven most valuable.

22. St. Cloud State College, Minnesota

Perhaps the most drastic change is in the Division of Languages and Literature. A new comprehensive divisional major has been established consisting of 84 quarter hours. This will replace the normal requirements of the college of one major and two minors or two majors. This English major consists of a core of 48 credits plus one of five 36 hour emphases as follows: English Emphasis, Speech Emphasis, Foreign Language Emphasis, Library Science Emphasis, and Journalism Emphasis. Experience teaches us that in the English field the schools are asking for teachers to teach their full program in the field of English.

The Division of Education, Philosophy and Psychology has established a Junior High School major. In addition to the general education requirements of 62 quarter hours, there are 48 hours in professional education including 15 hours of student teaching. The remainder of the 192 hours required for graduation are divided among four areas of concentration -- natural science, social studies, language arts and mathematics.

Every student must have a C average in the Communication sequence before he will be allowed to enroll in any course in student teaching or to graduate.

A member of the Psycho-Educational Clinic staff is conducting a research, the objective of which is to evaluate the testing program. This study involves correlation and regression coefficients using scores earned in college courses. It has as a part of its objective the determination of the predictive value of these tests. Already some very interesting facts are coming to light.

A committee of the faculty is carrying on a study of the non-academic competencies that are deemed desirable for prospective teachers. The objective of this investigation is the evaluation of a student's application for admission to teaching on the basis of his attitudes, adjustments and other personal factors. This is an attempt to discover as early as possible students who might later be discovered to be rather badly maladjusted.

23. School of Education, Boston College, Chestnut Hill, Massachusetts

Honors Program in Professional Education

Aims: The purpose of the Honors Program in the School of Education is the same as that of honors programs generally, namely, to provide an educational experience that is appropriate to the imaginative and intellectually gifted student. The Honors Seminars will differ from other courses not so much quantitatively in the amount of reading assigned or number of papers required but rather qualitatively in terms of demands placed upon the intelligence, initiative, and academic resourcefulness of the student in reading, reflecting, discussing, and doing research at a higher level than is required of most college students.

The teaching procedure of the Honors Program will be that of the discussion-seminar. Among the outcomes desired from the use of this technique are habits of analysis and reflection, intellectual self-confidence, poise and tolerance in academic discussion, consistency in expressing and maintaining a point of view, and a habit of questioning, with appropriate humility, the generalizations of others, whether the generalizations are made by fellow students or famed philosophers.

The distinctive feature of the School of Education's Honors Program, the Senior Seminar, will have as its aims to give Honors students a share in the academic leadership of the college, experience with discussion-seminar techniques, and first-hand knowledge of the difference between mastery of a subject for personal use (learning) and for communication to others (teaching).

Hours: The Honors Seminar will meet once a week for a minimum of two and a maximum of three hours. The time of the meeting will depend on the schedules of the participants.

Examination: Examinations will not be made out by the Seminar professor. A board of other faculty members will examine Honors students orally. This procedure, it is thought, will emphasize the Seminar professor's role as an intellectual guide rather than taskmaster and, as an antidote to a "course mentality", will stimulate Honors students to a more comprehensive and scholarly method of study.

Seminar Topic, 1958-9: The theme of next year's Honor Seminar - and of the Sophomore Seminar each year thereafter - will be: the permanent problems of education as treated by great thinkers, from Plato to Maritain. Next year's Seminar participants have already received two reading lists: a list of the required readings to be followed during the first semester and an electic list for suggested summer reading.

Selection of Honors Students: Invitation to membership in the Honors Program was based upon the student's academic aptitude and achievement, faculty recommendations, and an interview with the candidates.

24. University of Kansas, Lawrence

New Program for Elementary Teachers of Foreign Languages

The major in FLES (Foreign Languages Elementary Schools) at the University of Kansas is planned to give the teacher-in-training skills in the categories of 1) Aural Understanding, 2) Speaking, 3) Reading, 4) Writing, 5) Language Analysis, 6) Professional Preparation, and 7) Civilization of the countries whose language is that of the major (Spanish, French, German).

Since the methods used in teaching FLES must be different from those used for adult learners in the above-mentioned categories (except the Aural-Oral), special attention is given, particularly in the "Methods" courses, to the development of bilingualism and ways of coordinating the language program with all the other subjects taught in the Elementary Schools. The entire program stresses the need we have to present a picture of the normal, contemporary life of the peoples of other countries and to teach our pupils to speak with them directly.

25. Sam Houston State Teachers College, Huntsville, Texas

Screening Committee Recently Inaugurated

1. The Teacher Education Program Screening Committee shall consist of the following persons or members of their respective staffs designated by them:

Director of the Department of Education, Chairman
Registrar of the College, Secretary
Director of student's major department
Director of student's minor department

26. Appalachian State Teachers College, Boone, North Carolina

1. In 1947 the staff of the Department of Education made an extensive follow-up study of first-year teachers who had graduated from Appalachian during the previous year. These beginning teachers reported over and over that the one thing the college could do to help graduates during their first year of teaching would be to offer more direct experiences with children at all age levels at the time the student was studying to be a teacher. They also reported th the professional courses in education and psychology too often duplicated certain areas of study and at the same time failed to touch on other areas that were important.

2. The college is now making use of a core program for the major part of all professional work preceding student teaching. What was once seven three-quarter-hour courses in education and psychology taught by several different professors is now one eighteen-quarter-hour course taught in a large block of time, continuing over a full year of study, and taught by the same professor. This change from seven courses to one well-planned course did not take place overnight. Included with this core course was a planned program of laboratory experiences which included observation in the laboratory schools, working with teachers and students in the classroom, visiting and working with the several schools in the immediate area, and many other experiences which were directly related to teaching.

27. Michigan State University, East Lansing

Cooperative plan between Michigan State, local community colleges, and local schools to combine theory and practice in the classroom over an extended period. The program leads to a degree and certification in five years.

28. Stephen F. Austin State College, Nacogdoches, Texas

Changed student teaching experience from one hour a day for semester to full day for eight weeks.

29. Central Washington College of Education, Ellensburg, Washington

1. Closed circuit television, used in classroom observations for various classes, both elementary and secondary levels.
2. Teacher education committee to screen applicants for teacher-training program.
3. Are incorporating a revised professional education sequence to be required of all students going into teaching.
4. Expanded guidance program.

30. Stanford University, Berkeley, California

Five Year Program for Elementary Teachers

In order to achieve a sound education in both professional education and subject matter, program is arranged to cover 5 years, with a Master's degree and the teaching credential being awarded at the end of the fifth year. The student's time is distributed so that he may obtain breadth in in general education, a certain depth in some field of his choice other than education and professional understanding and skill for elementary teaching. The student is awarded an A. B. degree in Education at the end of four years, and an M. A. degree, with recommendation for the teaching credential at the end of the fifth year.

31. Rutgers Graduate School of Education, New Brunswick, New Jersey

The Research Institutes

Three institutes are projected, each to attend to one of the major problem areas in which sponsored researches are to be fostered.

The Institute of Child Study and Psychological Research will expand upon the widely recognized work in the field of mental measurements. Its staff and facilities will be augmented in order to carry on psychological studies that bear centrally upon the educative process. It will also conduct testing, guidance, and counseling researches and will provide services in these areas to both The Graduate School of Education and other schools in the University.

The Institute of Education in American Civilization is established to conduct studies into the potentialities and problems of the public school as a major social institution. Since the studies will be devoted to matters that affect both educators and laymen, it is expected that the Institute's researches will receive nation-wide attention.

The Institute of International Education is created to explore one of the most practical problems of free nations -- viz., that of founding democratic educational systems in countries with under-developed school facilities and personnel. One of the most substantial and permanent contributions that American universities and American civilization can make to these cultures is to help them establish schools at all levels that will further the cause of human freedom.

An outstanding feature of these institutes will be the corps of distinguished professors emeriti who will make up part of the staff. Outstanding retired educational scholars from all countries will be brought to the campus for periods of one or two years and commissioned to "think."

32. University of California, Berkeley

Internship Program

The pre-internship summer constitutes 8 weeks of teaching preparation. The intern observes and teaches in at least 2 classes in the University Demonstration Secondary School. He participates in school professional activities. Daily seminars help the intern solve immediate teaching problems, and they help him make plans for his subsequent year of internship teaching in a public school.

Internship teaching takes place on a contract basis through the school year in one of the cooperating secondary schools. Supervision help is supplied by the University and school district personnel.

Problem-centered seminars with professional education content are held on the University campus as a supplement to internship teaching during this school year.

The post-internship summer includes work in teaching-subject fields taken from the offerings of academic departments in any accredited college or university (the first six weeks of the summer). In a final summer course of four weeks on the Berkeley campus, interns complete the requirements leading to University recommendation for the General Secondary Credential.

33. University of South Carolina, Columbia

Laboratory experience involving actual contact and work with children has been made a part of the undergraduate course in child growth and development offered by the School of Education. Cooperative arrangements with the Carolina Children's Home in Columbia permitting such experience have been developed by Dr. Eva D. Williamson of the school's faculty and Harold F. Harris, Superintendent of the Home.

Each student enrolled in the course is required to devote at least two hours weekly to working with a child at the Home. The activities undertaken vary with the age and needs of the boy or girl with whom the student works. They may involve tutoring, recreation, accompanying the child on visits to the dentist's office, and other activities. The purpose of the program is to give each student actual supervised experience in professional observation and work with children under various conditions. Such experience causes the knowledge and understanding of child development and behavior gained in class work to have genuine meaning.

English

Greater recognition is being given to English as an essential tool in teaching. Therefore, regardless of the teaching position for which they are preparing, all students must earn a grade of "C" or better in the second semester of freshman English. Repetition of the course is necessary if a grade below "C" is earned. No courses in professional education can be studied can be studied until this requirement is met.

34. Duke University, Durham, North Carolina

The Duke Cooperative Program, Master of Arts in Teaching, provides three interrelated experiences: professional courses, carefully supervised teaching experience, and graduate study in their special fields. One who completes the program successfully can achieve within a period of fifteen months a year of teaching experience, a Master of Arts in Teaching degree and full certification as a teacher.

35. Johns Hopkins University, Baltimore, Maryland

Master of Arts in Teaching Program

Graduates of liberal arts colleges who have not prepared for teaching may apply for admission to the program. Successful applicants enter the program at the beginning of the summer term. The summer term is devoted almost exclusively to professional education courses. With the opening of the school year, one-half of the group are employed as full-time, full-pay, full-responsibility intern teachers in nearby secondary schools. The other half enter upon a semester of full-time graduate work in their respective major fields. At the close of the first and the opening of the second semester, the groups change roles. Thus, within a calendar year, candidates for the degree complete the professional education courses ordinarily required for teacher certification, one semester of graduate work in their major fields, and one semester of secondary school teaching.

36. Temple University, Philadelphia, Pennsylvania

Two programs have been established:

A. One program consists of general education for teachers leading to a master of science degree in education. It is designed to give elementary and secondary teachers a better understanding of our rapidly changing world-sciences and humanities and social sciences are stressed.

B. Intern teaching program - a master's degree program to qualify liberal arts graduates for teaching.

37. University of California, Los Angeles

Beginning in the 1958 Summer Session, the University of California at Los Angeles introduced a professional program of preparation especially designed to meet the needs of retiring military personnel interested in finding new civilian careers in the teaching profession. The training and experience of many military officers and noncommissioned officers with bachelor's degrees who will be retiring within the next five years seem to be particularly compatible with requirements for the field of education. For these men a graduate program has been developed which will enable qualified persons to secure a master's degree, to meet the State requirements for a regular general secondary or junior college teaching credential, and to gain two years of full-time paid public school teaching experience in the process.

38. Adelphi College, Garden City, New York

Emphasis is placed upon:

The personal development of the student
The blending of the cultural and professional aspects of education
The coordination of theory and practice
Continuous and varied experiences with children in home and community preceding student teaching
Direct experience with the major aspects of current society
Curricula evolving out of the significant problems of living
A combination of independent study and seminar experience

The program covers, in general, five calendar years though the time varies with the needs and abilities of the individuals.

The time is divided as follows:

A pre-freshman orientation period of six weeks: The student begins his study at Springdale in the mountains of western North Carolina. He lives on a farm typical of the region and shares in the activities of the community. These direct experiences are combined with study of the geography, history, sociology, geology, and economics of the region. Faculty and students become well acquainted and thus lay a firm foundation for effective learning and for the discovery of problems for study throughout the college career.

Study on the college campus: Three and a half years, as a rule, are spent on the college campus in general education and professional preparation. In the freshman and sophomore years emphasis is placed upon general education through courses carried in the college divisions of

the social sciences, natural sciences, languages, arts, and philosophy. During these years, the student is helped to relate his study to the significant problems of living and to note their professional implications through seminars held in the education department. In the junior academic year and the second half of the senior year the emphasis is placed upon professional work through student teaching and related seminars and upon study in academic fields selected on the basis of the needs and interests of the individual.

A summer in work experience: The student spends a summer, usually following the freshman year, in working at an industrial or commercial job. Through this experience and an interpretive seminar, the student gains a beginning understanding of the underlying issues of our economy.

A summer in community work: The student spends a summer, usually at the end of the sophomore year, in some form of community work. Through this and an interpretive seminar, the student gains a beginning understanding of current social problems and of the way these are being studied and handled by public and private social agencies.

A summer and a semester in a foreign study: A period of approximately eight months, usually in the summer at the end of the junior year and the first semester of the senior year, is spent in foreign study. Problems for study are planned in advance, and the student's time abroad is divided among formal courses at foreign universities, independent study, and travel. Adelphi faculty members supervise the work abroad.

A year in internship: The professional experiences of the student -- informal teaching contacts in the first two years, and classroom student teaching in the junior year and second semester of the senior year -- culminate in a year's internship, usually in the fifth year. The student assumes full teaching responsibility with the guidance of his college faculty advisers. Since the student is eligible for state certification at the end of the fourth year, the internship carries with it the usual beginning teacher's salary.

39. Penn State University, State College, Pennsylvania

Has evolved through study and analysis a rather intricate design for teaching about the relationship between the child's developing self and the social institutions in which he has his being.

40. Iowa State Teachers College, Cedar Falls, Iowa

Has designed a new program to accomplish two major goals:

1. To strengthen the academic program and 2. To bring theory and practice in the professional areas closer together.

41. Bowling Green State University, Bowling Green, Ohio

Have changed student teaching semester to eight weeks of all day teaching, using the alternate eight weeks for three new courses in foundation, tests and measurements, the American educational system.

For additional information about college programs, investigators may wish to consult the new revised edition of "Lovejoy's College Guide" just published by Simon and Schuster. It contains a listing of what courses are offered and capsule descriptions of 2, 266 colleges, arranged by state.